|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date: | | | Total Internship ours at start of month: 17 | |
| Week | Functions | Description | | Hours |
| 1 | Week’s Activities | After collecting objective quizzes, I assisted teachers with organizing the data into a readable format with Excel to accurately use the data to assist with students’ levels of understanding for the upcoming TAKS test. | | 2 |
| Standard/Indicator | **TF-III.A.2 TF-IV.A.1 TF-IV.B** | |
| Communication w/site mentor | We are required to email the results to our principal, department head and assistant principal. | |
| 2 | Week’s Activities |  | |  |
| Standard/Indicator |  | |
| Communication w/site mentor |  | |
| 3 | Week’s Activities | Students created Power Point presentation on TAKS objectives to present to students in class and posted on the school website for other students to view.  Projects were presented in class at last half of period. On class website provided by district, students were required to post 2 comments on 2 other students project. | | 9 |
| Standard/Indicator | **TF-III.C TF-III.D** | |
| Communication w/site mentor | Power Points shared with site mentor. I was reminded to make sure that students were allowed to post on website and had proper permissions. I had already sent out permission forms in class to have parents sign off on. I made the suggestion to have parent checklist added on Infinite Campus so that teachers can easily check to see if student work can be posted on the school website. | |
| 4 | Week’s Activities |  | |  |
| Standard/Indicator |  | |
| Communication w/site mentor |  | |
| 5 | Week’s Activities |  | |  |
| Standard/Indicator |  | |
| Communication w/site mentor |  | |
| Hours worked this month: | | | | 11 |
| Total Internship hours to date including this month: | | | | 28 |

**Lamar University – M.Ed. in Educational Technology Leadership**

**Field-based Activities Monthly Report: Log**

**Instructions:** Enter the total number of internship hours that you had worked at the start of the month in the upper right cell. Remember that you must log a **minimum of 100 hours** of field-based experience. For each month, enter a brief description of your internship activities for that week in the top row. Enter the ISTE Technology Facilitation standard(s) and Indicator in the second row. Use the third row for each week to report meetings and communications that you had with your site mentor. (Meetings with parents, administrators and/or coworkers that are related to your project work should be noted in the activities row for the day.) Enter the hours you worked for each week at the end of the row. Total the month’s hours, then enter the total number of internship hours that you have worked as of the end of the month. There needs to be a minimum of 33 Campus- or District Supervised Activities that encompasses the 33 ISTE Technology Performance Indicators and eight Technology Facilitation Standards.

|  |
| --- |
| Reflection: |
| Week 1  I will be working with my other content teachers to have our students create an E-Book explaining to students how to solve math problems and go over test taking strategies. Students will work in a group of three to create an E-book over a particular concept with a target audience of a student with difficulties understanding the concept. After the students create their E-Book, they will post them on the course blog and share them with the public. Students will then be required to comment on a minimum of two student’s postings. I will then encourage other teachers to consider this as a project for their students in other subject areas.  Week 3  This week after working on our EBooks in the Teaching with Technology course, I thought that this would provide a good learning tool for students. My plan was to have them create an EBook to assist other students with TAKS Math concepts and provide coaches for students to walk through the steps. After the EBook would be created, the students just like in our class, would be required to post a comment on two other student’s work. The EBook idea did not sit well with our students but we changed it to a Power Point instead and was able to get the task completed. Overall, I think my students enjoyed the process, as they had to create their own problems and explain their thought processes in ways other than words. I was also very impressed by some of my students work but also shocked overall in the lack of knowledge in creating Power Points. |